**Examine and Record the Past: Lesson #1**

**Teacher Candidate: Douglas Szymanski Grade Level 9 Date of lesson: 11-13 November, 2015**

**DODEA Content Standard(s):**

9SS3.h. (Social Studies) Describe Roman Republic and government and society and trace the changes that culminated in the end of the Republic and the beginning of the Roman Empire.

**Additional DODEA Standard(s)**:

9E1b: Comprehension and Analysis of Non-Fiction and Informative Text.

**Learner Background:**

Students will have previous knowledge of Roman times as per 6th Grade Standards, as well as exposer to origins of classical civilizations Greece and previous 9SS3 standard lesson on origin of Roman Civilization.

**Student Learning Objective(s):**

* The student will discuss the events and culture of Roman Civilization through examination and understanding of primary source material.
* The students will analyze and assess the value of the primary sources as a basis of understanding historical inquiry.
* The students will produce outlines and discuss relevant text material

**Assessment:**

Assessment will be:

* Informal: Observed participation (participation grade/recorded as “check “for the day in grade book).

Day 1: Discussion participation and critical thinking “closure” questions

Day 2: Discussion and observation of sketch / identification process

Day 3: Outline discussion (participation), and critical thinking “closure” questions

* Formative:

1. Creation of Venn Diagram showing personal and historic aspects of Pliny the Youngers letter (lesson 1)
2. Artistic sketch and label of Pompeii Photographs (lesson 2)
3. Main assessment completion (historical fiction letter/diary). Students will produce a time period piece (letter to Rome telling of the eruption and surrounding scene, diary of a victim of the events) to contain evaluation of two primary sources and two socially significate facts (or fact based deductions).

* Direct Instruction:

Outline Review after lesson 3 (and text review as time allows following day 1 and 2).

**Materials/Resources:**

Sources: video clip of movie: *Pompeii*,

Primary Sources: letter of Pliny the Younger’s description of events of 79AD, photographs of

Intro: {taken from Pompeii (2014)}

<https://www.youtube.com/watch?v=ctyZiV4o-Hs>

Letter of Pliny the Younger describing the events of 79 A.D. eruption of Mt. Vesuvius

<http://www.pompeiin.com/en/Pliny_the_Younger_files/1LetterToTacitus_2.pdf>

Photographs:

    

**Teaching Model/Strategy**:

**Behavioral** in that students work to attain skill of assessing primary source material

**Information processing** in that the students make sense of new information

**Learning Activities:**

**Initiation (day 1):**

Lesson will begin by showing video image of Mt Vesuvius (movie clip), and translated letter from Pliny the Younger describing the events of 79 AD.

**Lesson Development (day 1):**

Students will analyze primary source material through highlighting information they view as important from Pliny’s letter and through construction of Venn diagram to compare historic and personal data being sure to include three bullet points in each section. Initial scaffolding provided by instructor and followed by individual or small group discussion.

Students will assess their own evaluations through peer sharing. The grouping of information to be assessed informally, Venn diagrams shown as exit ticket (formative). Text reading assigned on transition from Republic to Empire.

\**(Reading / Outline work allowed following completion of each day’s task).*

**Conclusion (day 1):**

Prior to leaving students will identify one point they consider most important thing they learned that day.

Students will complete text outline including two notes on each heading to be completed by start of lesson day 3.

**Mini Lesson #1(day 2)**

**Initiation (day 2):**

Show photographs taken in Pompeii, model process of breaking down photograph into small portions to find detail

**Activity (day 2):**

By the conclusion of the mini lesson the students will sketch one photograph taken of Pompeii, to include 6 square (hand-drawn) grid sectioning photo identifying one note on each square.

**Conclusion (day 2):**

Students will investigate the type of government Rome had at this point. Students will answer critical questions: Did the type of government indicate what type of response this tragedy had? How do you think someone could use the events of Pompeii and the change in political style of Rome?

Reminder of text outline due date.

Students will show sketch as exit ticket

**Mini Lesson #2 (day 3)**

**Initiation (day 3):**

Small group turn and talk: Students will discuss, how do you think the citizens reacted? How would you feel / what do you think you would do?

**Activity (day3):**

*Pliny the Younger was a politician and wrote his letter to a Roman historian to make the events of the Mt. Vesuvius eruption and Pliny the Elders death. From the perspective of a politician (based of text readings), a common person, or newspaper (or any approved style) produce a piece of historic fiction.*

Prior to the start of the next class period/unit the students will produce a historical fiction (letter to Rome telling of the eruption and surrounding scene, diary of a victim of the events) to contain two points from our primary sources and two politically or socially significate facts (retrieved from text or fact based deductions).

Within the last third of class time the students will restate information gathered through outline development to receive appropriate clarification on Republic to Empire transition.

**Closure (day 3):**

Discuss the importance of primary sources in the discovery of social influence additionally question why would the Romans choose to live there? Why are there still people that live there?

**Individuals Needing Differentiated Instruction:**

Describe 1 to 3 students with identified instructional needs. (These students may be special or general education students and need not be the same students for each lesson. Students may represent a range of ability and/or achievement levels.)

|  |  |  |
| --- | --- | --- |
| Student Name | 1. What is the student’s identified instructional need? 2. What evidence do you have that this is an instructional need? | Describe strategy for differentiating instruction **in this lesson** to meet this need. |
| Student #1 | 1. Attention Deficit Disorder 2. I.E.P. / student is easily distracted, will become frustrated and guess when unsure of answer. | Student desk moved away from doors/windows. Provide clues to limit frustration. |
| Student(s) | 1. Reading Partners: aide those with learning disabilities, low reading skill, or those that prefer to work co-operatively. 2. Need based on observation and 504, I.E.P’s. | All students will be afforded to select a reading partner for the analysis portion of the unit. |
| Student #3 | 1. Quiet area of room established for those student easily distracted or with a preference to work on assignment solo. 2. Need based on observation and 504, I.E.P’s. | Creation of “Quiet Group” |

**Reflection on Practice:**

**Student Achievement:**

Knowledge in Primary Source Analysis

Knowledge in material with text outline

Knowledge in working with additional informative text

Venn diagram

Sketch

Historical fiction: Rubric based (provided by instructor)

**Teacher Efficacy:**

Self-evaluation on use of time, effectiveness (what worked/did not work), one suggested improvement.

**Primary Source Photograph Assignment**

**Name: .**

What did you OBSERVE in each section?

1.

2.

3.

4.

5.

6.

REFLECT on two of the section discoveries you believe are the most significant (culturally, socially, and politically)

1.

2.

Identify one QUESTION that this photograph answers or makes you think about.

***Record the Past…***

Pliny the Younger was a politician and wrote his letter to Tacitus, a Roman historian, to make the events of the Mt. Vesuvius eruption and Pliny the Elders death. This letter is offers a look into a major world event during one of the worlds classical civilization. For this assignment you will create a piece of historical fiction, putting yourself in 79 A.D. (letter, diary, newspaper article, political emergency notice). Remember you are telling a story based on fact and in doing so please include four bullet points: two taken from direct analysis of a primary source displayed in class and two taken from a cultural or political aspect from our text material.

Record the Past / Rubric:

**Name: Date: Period: .**

* Written as approved NARRATIVE 0 3 5
* 4 Citations from source material 0 1 2 3 5
* Primary Source material tied to story\* 0 1 2 3 5

\*(connections made in important way, not simply saying I saw this item)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Narrative: | 0  Topic not approved/no clear beginning/middle/end of story |  |  | 3:  Contains at least 3 aspects (lacking some aspects: topic /beginning /middle/end) | 5:  Approved Topic, Clear beginning/middle/end to narrative |
| Primary Source / Text Notations | 0  No source material included | 1  One source cited | 2  Two sources cited | 3  Three sources cited | 5  All four sources cited |
| Connections: | 0  No connection to narrative | 1  One source displays connection to narrative | 2  Two sources display connection to narrative | 3  Three sources display connection to narrative | 5  All four sources display connection to narrative |